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ABSTRACT

Outlined in the manual is a program of advanced inservice training for resource specialist teachers which follows an individualized, competency-based model implemented in California. Sections cover the following topics: a review of the history of the project, with emphasis on the development of a model program; guidelines for implementation of the program; a preparatory checklist for the resource specialist and for the evaluation team; and guidelines for planning of the training and evaluation. Approximately half of the document consists of the following appended worksheets: resource specialist competency checklist, self-evaluation checklist, guide to structured observation, guide to structured interview, evaluation summary (with sample of a completed written summary and a completed summary of objectives and activities), a copy of the agenda from a summer workshop program (including a listing of the objectives and tasks of the workshop on individualized programs for reading and math), a resource inventory guide, and guidelines for evaluation of consultation skills. (IM)

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RESOURCE GUIDE

FOR

INDIVIDUALIZED COMPETENCY-BASED IN-SERVICE TRAINING

Developed by the Humboldt-Del Norte Special Education Master Plan

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TABLE OF CONTENTS

	Page
Acknowledgments	a
History of the Project	1
Guide for Implementing the Program	10
Preparations: To the RST	14
Preparations: To the Evaluation Team	15
Planning for Training	16
Evaluation	19
Appendices	23
Resource Specialist Competency List	A
Inservice Training Checklist (Self-Evaluation)	B
Structured Observation	C
Structured Interview	D
Written Summary of Evaluation	E
Sample of a Completed Written Summary	F
Sample of a Completed Summary of Objectives and Activities	G
Summer Workshop Program	H
Workshop Session Agenda	I
Resource Inventory	J
Evaluation of Consultation Skills	K

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HISTORY OF THE PROJECT

Background

In the fall of 1975, California Assembly Bill 4040 provided $23 million to pilot the California Master Plan for Special Education in six areas of the state. One of the major innovations of the Master Plan was the introduction of a new level of assessment for placement in special education programs, the School Appraisal Team (SAT), and a new alternative for the delivery of services to the mildly handicapped, the Resource Specialist Program.

According to the Master Plan guidelines (Title V for AB 4040, Calif. State Dept. of Education, 1976) the School Appraisal Team is building-based and provides intensive educational assessment for mildly handicapped pupils spending the majority of the school day in regular classes. The primary person responsible for this educational assessment and accompanying remediation, consultation, and coordination of ancillary services to the mildly handicapped is the Resource Specialist Teacher (RST). The RST is seen as a sort of "super teacher" with proven experience (three years of successful teaching), a specialist credential in special education (usually Learning or Communicatively Handicapped), and involved in a program of advanced training in special education.

Program Specialists (PS) with various specializations (Learning, Communicatively, Physically or Severely Handicapped) are responsible for providing support services (in-service training, human and material resources, coordination, etc.) to the RST's on a ratio of about one PS to every twelve RST's.

The pupil may be referred for more traditional assessment by an inter-disciplinary team, the Educational Assessment Service (EAS). Only where the SAT has ruled out inadequate instruction as the basis for the mild handicap, and when the EAS approves, can pupils be removed from the regular program and placed in segregated special day classes full time. Clearly, the Resource Specialist is the key individual in this move to meet due process, least restrictive environment, and non-discriminatory assessment guidelines under both state and federal legislation.

This manual outlines the program of "advanced inservice training" provided cooperatively for Resource Specialist Teachers by a state Institution of Higher Learning (IHE) with an accredited special education credential program (Humboldt State University) and one of the six Responsible Local Agencies (RLA) in California (Humboldt and Del Norte Counties) implementing the state Master Plan for Special Education. This program of in-service training follows an "individualized, competency-based" model selected to meet the unique needs and resources of this Northern California area. To the extent that this model can be generalized to other communities, the Humboldt-Del Norte experience with "individualized, competency-based" in-service. training is described below.

Model Selection

Implementation of the Master Plan in Humboldt/Del Norte Counties created significant role changes for teachers who were suddenly faced with a job description as a Resource Specialist Teacher. The job seemed to require them to do everything but walk on water. In addition, new state credential requirements created further anxieties about their future. They could not

continue to function in the new role of RST unless they met the requirements for the Learning Handicapped credential by a certain date. To effectively implement the Master Plan for Special Education, it became apparent that wide-scale re-training of people assuming the role of resource specialist teacher was necessary. However, the skills and knowledge that teachers brought to this role were so varied that any attempt to provide one standardized in-service program for everyone would have been inappropriate. Therefore, the RLA began to develop a model and delivery system for providing in-service to upgrade skills and competencies based on individual needs.

Model Development Process

In order to develop a meaningful, individualized, competency-based in-service training program for resource specialist teachers, a process was developed which attempted to identify individual needs and then provide human and material resources to meet those needs. The steps in this process were as follows:

1) A tentative list of competencies and skills needed by a resource specialist teacher was drafted. This was shared with and refined by a small group of RST's who then asked for reactions from other RST's to insure coverage of major areas.
2) Based upon the list of competencies, a self-evaluation checklist was developed to allow RST's a chance to express their needs for in-service training from their own perspective.

3) To insure objectivity in assessing individual competencies, structured observation and interview instruments were composed.

4) A consultant experienced in CBTE and observation methodology (Dr. Karl Skindrud, Coordinator, Special Education, California State College, Dominguez Hills) was brought in. He helped in the revision of the observation/interview instruments and trained four teams of Program Specialists/RST's to conduct the observations and interviews to insure inter-rater reliability. Training in offering positive feedback to those RST's who were observed was also provided.

5) These four teams conducted 23 observation/interviews during the late spring to field-test the process and instruments. Based on the results of these evaluations, three common areas of need were targeted for a year-long in-service training program. The three identified areas were: assessment, curriculum, and counseling.

6) A two-week workshop was held in late August to provide initial in-service training in these three areas.

7) Throughout the 1976-1977 school year, continuing in-service training will be provided in these three areas as well as any additional areas identified as needs for individuals and/or groups.

8) In an attempt to refine our competency evaluation process, Dr. Skindrud returned in the fall of 1976. During this

time, the observation and interview instruments were redesigned to be relevant to the in-service training areas; a third instrument was developed to evaluate competencies in consultation/interview skills; and additional program specialists and RST's were trained to participate on the competency evaluation teams.

9) In December, 1976, Dr. Skindrud, Mary Male and Judy Littlejohn reviewed the progress of the in-service training project with members of the interview/observation teams, a sample of RST's who had been assessed, the RLA Director (Dewell Byrd), the EAS Coordinator (Larry Holcomb), and the Education Department Chairman of the IHE (Gene Hashem). Problems were identified, and alternative solutions were suggested.

Individual Participant Process

The provision of continuous individualized in-service training to resource specialists and special class teachers is part of the role of the program specialist. However, the need to provide credit for in-service training to assist RST's in meeting credential requirements while upgrading skills and competencies led to the development of a cooperative program in conjunction with Humboldt State University. The Chairman of the Education Department, Dr. Gene Hashem, acts as the teacher of record for 12 units of credit. These 12 units cover three courses of four units each in the areas of assessment, curriculum, and counseling. The process for those people wishing to participate in this program is as follows:

1) Minimum criteria for those enrolling for credit are that they:
   a) Be a direct applicant to the state for the Learning Handicapped and/or Severely Handicapped Credential.
   b) Be working in a Master Plan program in a capacity which allows them to perform various tasks in assessment, curriculum planning, and counseling.
   c) Have attended prescribed portions of the August workshop.
2) Persons meeting these criteria and desiring to enroll for the 12 units were admitted to HSU for the fall quarter as regular students, thereby allowing them to register for all three courses for regular tuition rather than extension fees.
3) A large group meeting was held October 9, 1976, to go over processes and provide for input from participants as to in-service training needs and ways of keeping track of activities pursued to meet their identified needs. This was accomplished in small groups led by the program specialist responsible for serving that particular geographical area.
4) Participants were asked to fill out a self-evaluation checklist indicating their in-service training needs as they saw them. This was returned to the program specialist responsible for providing services to them for the year.
5) An appointment was scheduled for a competency evaluation team (program specialist and RST) to visit each participant and conduct a structured observation/interview using those instruments which were developed with Dr. Skindrud.

6) At the conclusion of the observation/interview, verbal feedback is given to the person being observed. The emphasis is on positive feedback, but areas where further training might be needed are also identified.

7) Verbal feedback is reinforced with a written summary listing areas of strength and further training needs.

8) The program specialist then meets with the in-service training participant. Based on the combination of the self-evaluation checklist and the results of the observation/interview, a consultation occurs during which individual objectives are mutually determined. A staff development plan is drafted for that person to complete within the school year.

9) The program specialist and in-service training participant then develop some activities which will be carried out to meet the stated objectives.

10) The program specialist, with the assistance of the EAS/In-service Coordinator, provides the human and material resources necessary to meet the identified individual needs. Much of this in-service training is provided on a one-to-one basis, but where common needs exist, small group meetings are provided.

11) In-service training participants keep a log of their objectives and activities. At the end of each quarter, the program specialist and participant jointly review progress toward objectives and accomplished activities and determine the need to continue or modify the objectives and procedures.

12) One copy of the individual log is turned in to HSU each quarter for evaluation by the HSU instructor and the EAS/ In-service Coordinator.

13) To validate the effectiveness of this in-service training model, a final self-evaluation checklist will be completed and a second observation/interview conducted at the end of the year on each participant. Results of these will be compared with those of the pre-training instruments to determine if targeted changes have occurred.

Additional Considerations

Additional factors to consider in the design and implementation of this individualized competency-based in-service model are:

1) The role of the program specialist in this entire process is a key one. They have prime responsibility for:
   a) Scheduling and conducting the team observation/ interviews - pre and post.
   b) Providing written feedback to those people observed regarding strengths and weaknesses.
   c) Developing individual objectives and activities with each participant according to identified needs.
   d) Providing human and material resources to meet identified needs.
   e) Jointly reviewing the objectives and activities at the end of each quarter with the participants and making necessary modifications.

2) Although the model and process in the previous section is tied to university credit, individualized competency-based in-service is provided through the program specialist to all RST's and special class teachers as needs are identified. Group meetings are also open to any special education personnel who wish to attend.

3) In order to provide human and material resources as needs are identified, all RST's and special class teachers were sent a Resource Inventory Sheet. They were asked to list tests, programs and materials which they found to be valuable for various curriculum areas. They were also asked to indicate their particular areas of expertise that they would be willing to share with others on an individual or group basis. These will be catalogued by area on a card file so they can be readily located when needed.

Conclusion

The design and delivery of a comprehensive individualized competency-based in-service program throughout an entire school year is a massive, time-consuming endeavor. However, given the widely varied needs of people in the field, it appears to be a very viable model for upgrading skills and competencies in a meaningful, relevant way. The process and structure are similar to the instructional cycle outlined by the Master Plan, in that objectives are written based on identified individual needs. Programs and materials are then provided to meet these needs. It seems that if the concept of

individualized objectives based on specific needs is a good one for delivery of services to children, it is also a good model for meeting the needs of the teachers responsible for serving those children.

GUIDE FOR IMPLEMENTING AN INTERVIEW/OBSERVATION NEEDS ASSESSMENT FOR IN-SERVICE TRAINING

1. Identify competencies

   Many sources are available from which RST competencies can be derived: (1) specific state and federal guidelines; (2) teacher effectiveness research; (3) university teacher training programs; (4) instructional models with general applications; and (5) field personnel from the cooperating districts. No one source is probably sufficient to meet local needs. Enlisting the involvement of local field personnel (outstanding resource and program specialists) who can agree on what responsibilities and skills are most important is the first step in assessing in-service training needs. While total consensus may never be reached, this step alone may significantly improve communication, accountability, and motivation to meet new state and federal guidelines.

2. Select the teams who will conduct the interviews/observations

   Generally, using two-person teams is most effective because it provides the persons observed with a broader perspective and provides a reliability check for the two observers. In Humboldt-Del Norte, resource specialists favored two-person teams composed of a peer resource specialist and the program specialist assigned to their

program. Other alternatives may be selected, but to insure success, neither team member should be in a supervisory/management type role (in a position to do yearly evaluations, promotion or tenure recommendations, etc.). It should be made very clear that strengths and weaknesses identified will be used only for planning of in-service training and not in any administrative/evaluative sense. Teams were careful to emphasize "in-service needs assessment" over "competency evaluation" when referring to the on-site classroom observations.

3. Develop or adapt structured observation and interview forms for local use

The forms should measure skills in the competency areas, and scoring criteria should be as clear as possible, making it easier for the observers to conduct a reliable observation. Again, involvement of resource specialists will insure relevance of the forms and acceptance of their use.

4. Field-test the forms

Ask one of your more skilled and confident resource specialists to volunteer to field-test the forms. Ask him/her to be sure to have an aide or paraprofessional in his/her classroom that day so he/she (the resource specialist) can be free to answer questions.
Schedule the field test will all the members of your interview/observation teams. Provide them with preliminary instructions and allow each team member to complete the observation forms individually.

Select one person to conduct the interview (hopefully someone with good interpersonal relations skills who can solicit information and provide positive verbal feedback in a natural way). Other team members will listen to the interview and complete their forms. An alternative to the live field test would be a videotaped observation and interview, with team members completing their forms as they watch.

5. Check for reliability

Immediately following the field test, meet with the observation/interview teams to compare scores on each item included in the structured forms. Any ambiguous items should be revised so that all team members agree on the scoring criteria. During the first round of observations, inter-rater reliability should be checked between observers. Where agreement falls significantly below 80%, meetings should be held to revise items and/or retrain the observers.

6. Organize the observation/interview forms for efficient use

Information will be obtained most easily if the following are considered in the final revision of the forms:

a) Order the items so the observation/interview process flows smoothly (e.g., review pupil folders, conduct classroom observation, conduct teacher interview, provide teacher feedback, etc.)

b) State observation/interview items so they easily translate into specific objectives for in-service training (e.g. "Selects assessment techniques appropriate to referring problems" vs. "Selection of assessment techniques").

c) Develop scoring keys for each in-service training area (e.g. assessment, instruction and counseling). This will help to individualize in-service instruction and credit following initial classroom evaluation.

7. Schedule interview/observation visits and mail out sample interview and observation forms to the RST's who will be observed.

Letting resource specialists volunteer to be observed and interviewed may be best, especially until support for this process becomes widespread. In Humboldt-Del Norte, volunteers were very enthusiastic about the program; they enjoyed hearing they were doing some things well, and they enjoyed having team members share in-service training needs and discuss problems and solutions. Word spread to more and more resource specialists, and teams were swamped with requests for visits.

Especially at first, ample time must be allowed for the interview and observation. Two to three hours should be set aside, to allow plenty of time for the observers to share strengths and weaknesses and for the person observed to respond, provide more information, or ask questions.

One variation on scheduling teams which saves time and spreads involvement in the program is to allow each person observed to be a team member in a subsequent interview/observation visit with an experienced team member. This allows lots of visiting and sharing among resource specialists and decreases the isolation which special education personnel often feel.

8. Provide written as well as verbal feedback

Although verbal feedback is probably most effective, written feedback provides a record to refer to when planning in-service training and also serves as a concrete guide for the person observed. A form similar to the one used by Humboldt-Del Norte can be used, with one copy given to the person observed and one copy for the in-service training planner.

9. Design training to meet identified needs

Take into account college credit needs of your resource specialists, either for credentials, salary credit, or advanced training requirements. Don't assume that workshops, lectures, classes, or other group settings are sufficient to provide needed training. The more individually tailored the training experiences are, the more change and increase in skills you can expect.

10. Evaluate and review procedures; check with observers and with those observed to make sure the interview/observation forms are relevant and that training experiences are meaningful and correlated to identified needs.

TO THE RST: PREPARATION FOR A VISIT FROM THE INTERVIEW/OBSERVATION TEAM

1. Arrange to have an aide or paraprofessional in the resource room so that you will be available to answer questions.
2. Review the sample forms sent to you so that you will be familiar with what the team is observing.
3. When the team selects student folders, check to make sure one or more of those students will be scheduled into the resource room while the

team is available to observe. This may require juggling folders and careful scheduling with the team.

4. In order to provide a representative picture of a typical day in your resource room (if there is such a thing!) go ahead with direct instruction and your other responsibilities. The team will later check with you to determine a mutually convenient interview time.

TO THE TEAM: INTERVIEW/OBSERVATION PREPARATIONS

1. Review the forms thoroughly to make sure you are familiar with what you will be observing.
2. Check with the RST prior to the visit to determine a mutually convenient time and place to review pupil folders, and to conduct the observation and interview.
3. Ask the RST to select two or three pupil folders. Make sure at least one of the pupils whose folder is checked can be observed at some point during the visit.
4. Conduct the classroom observation until you are satisfied that you can rate the teacher objectively on the required items.
5. Conduct the teacher interview using the student folders the RST selects. If any information on either form is missing, ask questions to fill in the gaps.
6. Score your items on the observation and interview separately, then check each other for reliability and summarizing RST's strengths and in-service needs before providing feedback.
7. Summarize the results of the observation and interview with the RST, focusing on good points. Offer the RST ample opportunity to respond

or ask questions. Ask the RST if he/she can pinpoint his/her in-service training needs (from earlier completion of a self-evaluation checklist) and add the needs which the team found. This will form the basis for the development of the individualized in-service training plan. Thank the RST for inviting you and sharing ideas. Ask if he/she would be interested in joining an observation/interview team to visit another RST's classroom.

PLANNING FOR TRAINING

As a result of the observation/interview process, you will begin collecting fairly specific data on individual training needs and patterns of needs shared by individuals. Unless this data is used to provide personalized training experiences, no real change or increase in skills can be expected. Develop individualized objectives for each of the RST's evaluated on the basis of: (a) the RST's self-evaluation checklist, (b) structured observation, and (c) structured interview. (See Appendices B, C and D for examples of all three of these forms developed for use in the Humboldt-Del Norte RLA). In Humboldt-Del Norte, these objectives are developed jointly by the Resource Specialist Teacher and the Program Specialist assigned to him/her.

Once the objectives have been developed, a sequence of activities to meet the objectives can be specified, including a combination of the following (instead of relying exclusively on "workshop" type formats with "outside experts"):

1. Consultations in individual classrooms by a program specialist, another resource specialist, or other local support person.

2. Written information, curriculum materials, or ideas.
3. Visitation to another resource room for a demonstration of specific teaching skills.
4. Small group meetings (by geographic area, perhaps) for resource specialists with support from program specialists to problem-solve, simulate, or share ideas, materials and procedures.

In planning group in-service training workshops, it is often quite difficult to meet individual needs well. In Humboldt-Del Norte, based on the preliminary interview/observation process, two weeks of summer workshops were planned on two skill levels: the first week was designed for new resource specialists or those who were just beginning to acquire certain skills; the second week was designed for more experienced resource specialists who wanted to refine their existing skills. Program specialists attended a special workshop to get training in following up the summer workshops and setting up individualized training for resource specialists in their geographic area of responsibility. Approximately fifty percent of the workshop presenters were local experts; the rest were brought in from the outside, to provide a broader perspective, motivation and opportunity to share ideas with more people.

Each presenter was asked to specify objectives, activities, and handouts in advance to insure that each workshop session would be relevant, well-planned, and coordinated with other workshop events. The workshops were held in meeting rooms tailored to adult learning styles: comfortable chairs, large worktables, coffee and refreshments available. Samples of the summer workshop program and an individual session agenda are included (Appendices H and I), which may serve as guides in your planning.

One way of insuring the continuing impact of workshops and group meetings is to schedule follow-up meetings, preferably on an individual basis. In Humboldt-Del Norte, program specialists arrange for individual and group follow-up. The follow-up sessions also provide the best evaluation of how successful a workshop was and what changes in content or format would have improved the workshop. The ultimate evaluation, of course, is the interview/observation which occurs following the training. If no positive changes in classroom procedures are revealed, the training needs to be revised.

EVALUATION OF THE HUMBOLDT-DEL NORTE IN-SERVICE PROGRAM

Interim Evaluation

As of January, 1977, only an interim evaluation of the Humboldt-Del Norte "individualized, competency-based" in-service training program is possible. Of the 68 RST's employed in the Humboldt-Del Norte RLA, 28 have volunteered to participate in the needs assessments conducted by the observation/interview teams. On the basis of the visitations made by the observation/interview teams and the self-evaluation checklist data, individualized in-service training plans have been written for participants with suggested activities. Training activities conducted for participants include (a) workshop in the summer of 1975 to orient incoming RST's to Master Plan forms, formats and procedures, and (b) the summer, 1976, workshop on assessment, instructional planning, and consultation skills, and (c) follow-up training on topics from the summer, 1976, workshop.

In December, 1976, the authors met with three groups to obtain feedback on the in-service training program to date. Appropriate "mid-course" corrections in the operation of the in-service training program would be recommended where problems were apparent. The three groups interviewed were: (1) the members of the interview/observation teams who conducted the fall, 1976, classroom visitations; (2) a random sample of six RST's observed on-site; and (3) administrators of the RLA (Dewell Byrd and Larry Holcomb) and the cooperating institution of higher education (Gene Hashem, HSU). Most of the feedback dealt with the interview/observation on-site visitations.

In general, much support was expressed for this model over past training efforts.

Some unexpected benefits were identified:

1. The development and use of the structured observation and interview forms helps everyone involved to clearly identify good teaching practices. The forms themselves provide an excellent model of good teaching for both observers and the RST being observed. The visitation and feedback itself reportedly caused about 50% of the RST's interviewed to change their teaching practices prior to involvement in any program of individualized in-service training.
2. Use of specific observation and interview forms distributed to the participating RST prior to the visit makes the on-site evaluation much less threatening than an unstructured visitation.
3. Having a team come to the resource room is a positive experience for both the people observing and person observed: observers have a chance to see new, good, or not-so-good teaching practices; RST's love to hear what they are doing well and are interested in improving their training.
4. Most agreed that such an in-service training model involving on-site assessment and awarding of credit for competencies mastered is superior to traditional university coursework or district workshops offering material of questionable relevance to current classroom needs. RST's agreed that such a model was more relevant, efficient (for the practicing RST), and encouraged open communication between RST's and Program Specialists about specific training needs.

The specific concerns of the observation/interview teams and RST's visited are outlined on the following pages. Recommended mid-course corrections in the in-service training program are suggested to resolve the concerns.

One major concern common to both observers and observed emerged:

Districts should not attempt such an "individualized, competency-based" in-service training program unless there are adequate time and resources for:

a. releasing Program Specialists and RST's from their routine duties to conduct the on-site evaluations; only where observations were conducted by pairs were participants satisfied the assessments were objective and productive.

b. coordinating the visitations so that appropriate pupil folders, classroom activities, and personnel were present during the visitation, or repeated visitations could be made until a representative sample of teacher behavior could be observed. One visit was not always representative.

c. writing and implementing individualized, in-service training plans promptly following the initial visitation while motivation to improve was high.

Final Evaluation

Final evaluation awaits completion of individualized, in-service training plans by all (or most) participants during the spring of 1977, and the final round of classroom visitations and re-evaluation by the interview/observation teams. At that time, the following objective evaluation of the

program is planned:

1. Assessment of inter-rater reliability during the structured interview/observations. (Data obtained on the initial round of classroom visitations was contaminated by team members conferring prior to scoring structured forms.)
2. Pre-test and post-test comparisons of a random sample of participants to determine the extent to which identified deficiencies were remediated by the in-service training program.
3. Written and oral feedback from RST participants regarding their evaluation of the individualized, in-service training plans; the training alternatives provided; coordination of activities; and the objectivity and relevance of the classroom evaluations by the observation/interview teams.

APPENDICES

A

Resource Specialist Competency List

COGNITIVE COMPETENCIES

On a written test or by interview, the resource specialist will demonstrate knowledge of:

1. RLA process

   -roles and their interrelationship (RLA and local)

   -due process
   -due process
   -Management/Information System

   -referral procedures

   -SAT

   -level II EAS

   -community agencies

AFFECTIVE COMPETENCIES

In informal conversation and interaction the resource specialist's attitude will indicate awareness and sensitivity with regard to:

1. Goals of Master Plan

PERFORMANCE COMPETENCIES

By successfully completing the following tasks, the resource specialist will demonstrate ability to:

1. Function within the RLA Process

   -contact appropriate person to get information or support services

   -fulfill due process procedures including sending out notices on time and acquiring necessary signatures, etc.

   -provide Management/Information System with correct student information and update computer print-outs when required

   -implement referral procedures (use of screening instrument, interview, referral form, referral log)

   -set up and conduct SAT process including scheduling meeting, notifying parents and other members, drafting ed. plan

   prefer to RLA EAS when ed. plan is unsuccessful or if other placement is appropriate

   -document input from and referral to community agencies as appropriate for individual child's case

2. WILL DEMONSTRATE KNOWLEDGE OF:

Basic understanding of characteristics and behavior of learning handicapped children.

3. WILL DEMONSTRATE KNOWLEDGE OF:

Assessment procedures

formal (including norms, standardization sample, reliability, validity, and commonly accepted instruments)

informal (observation, teacher-made inventories, interview, commonly accepted instruments)

Assessment of learning problems in terms of
- academic
- behavior and/or emotional
- language
- perceptual-motor
- information processing (auditory, visual, haptic)
- learning potential

2. WILL INDICATE AWARENESS AND SENSITIVITY WITH REGARD TO:

The importance of recognizing learning disabilities as a problem in today's school.

3. WILL INDICATE AWARENESS AND SENSITIVITY WITH REGARD TO:

Basic steps and activities in the diagnostic-remedial process; advantages and disadvantages of all testing instruments.

2. WILL DEMONSTRATE ABILITY TO:

Use appropriate descriptors in a statement which indicates a basic knowledge of characteristics of the handicapping condition of learning disabled children.

3. WILL DEMONSTRATE ABILITY TO:

Select, administer and interpret formal tests when appropriate (WRAT, PIAT, Keymath, Spache...)

-generate informal assessment procedures

-administer informal inventories of academic skills (IRI, etc.)

-assess readiness skills

-determine reading levels of child through formal/informal methods

-specify areas of reading difficulty from data analysis

-determine level(s) of academic performance for child in all appropriate areas

-sequence assessment efficiently and effectively

-record behaviors in a systematic manner

-record observations of behavioral patterns of a child in a classroom or learning situation

		-identify significant educational and affective behaviors
		-integrate assessment information into a readily understood summary
Examination of learning environment and learning styles.	factors determine behaviors in any environment, these factors can be modified to bring about specific interactions.	-select appropriate arrangements for different activities
-identify alternative space arrangements and appropriate arrangements for different activities and resources		-identify available needed resources for specific tasks
-identify and compare a variety of staffing patterns		-develop an interaction styles profile on a case student and yourself
-describe the effects different learning environments (people, space, resources) have on teaching and learning		-select instructional strategies that suit learning styles of students
-define learning and teaching styles, learning rate, and learning content		
-identify a variety of assessment techniques for determining student learning styles and teacher teaching styles		
Career Evaluation		-assess vocational and/or prevocational aptitudes and needs of students including self-concept motivation factors
Cultural Factors		-identify cultural factors affecting learning and performance

4. WILL DEMONSTRATE KNOWLEDGE OF:

Instructional Planning

-task analysis
-behavioral objectives
-behavior modification
-remediation strategies
  language
  reading
  math
  processing problems
-materials selection and adaptation
-plan modification

5. WILL DEMONSTRATE KNOWLEDGE OF:

Implementation

4. WILL INDICATE AWARENESS AND SENSITIVITY WITH REGARD TO:

Breaking tasks into manageable parts with written goals and objectives for each child.

Identify current issues, trends, and research findings in program implementation

5. WILL INDICATE AWARENESS AND SENSITIVITY WITH REGARD TO:

Individualizing the instructional process

4. WILL DEMONSTRATE ABILITY TO:

Organize data into hypotheses for study of child's problem(s)

-utilize data from tests

-break down an instructional tasks into sequential components

-conduct task analysis, match tasks to child

-formulate appropriate behavioral objectives based on assessment procedures

-set up behavior modification program, with reinforces and record-keeping system as needed

-synthesize available info.

-discuss alternative remediation strategies in SAT

-select and locate materials for remediation strategy

-construct teacher-made materials for remediation strategy

-set criteria for plan modification (met objectives, no progress, etc.)

5. WILL DEMONSTRATE ABILITY TO:

Implement an individualized program for each student

-prioritizing objectives -selecting and using remediation strategy -choosing, constructing and using materials -timetable		-objectives on individual educational plans are prioritized. -remediation strategy used is based on assessment data -appropriate materials are being used to meet objectives -child is receiving services as specified in individual plan
6. WILL DEMONSTRATE KNOWLEDGE OF: Evaluation and reassessment techniques to determine effectiveness and efficiency of chosen methods.	6. WILL INDICATE AWARENESS AND SENSITIVITY WITH REGARD TO: Purpose of evaluation and reassessment	6. WILL DEMONSTRATE ABILITY TO: -determine progress of case student and success of program -modify instructional plan if necessary -modify program, if appropriate -refer student for additional assessment if appropriate -dismiss student from program when needs have been met
7. WILL DEMONSTRATE KNOWLEDGE OF: Consultation -interpersonal communication skills (listening, persuading, presenting, focusing problems, structuring, modeling, clarifying) -conference skills	7. WILL INDICATE AWARENESS AND SENSITIVITY WITH REGARD TO: The importance of personality variables in the resource specialist role. Commitment to Master Plan concepts -importance of parental involvement	7. WILL DEMONSTRATE ABILITY TO: Demonstrate passive and active listening skills. -use clarifying and information gathering questions -use non-judgmental, non-punitive responses in interactions

-dynamics of relationships existing between personnel in ed. environment -resolving conflicts -parent counseling techniques -student counseling	-importance of confidentiality	-use problem solving/conflict resolution skills -conduct a parent conference or counseling session -conduct life space interviewing, crisis intervention, career interview or other counseling conference
8. WILL DEMONSTRATE KNOWLEDGE OF Coordination -knowledge of community and school resources -organization skills -roles of various school personnel in serving individuals with exceptional needs (regular class teachers, aides, nurse, speech therapist, principal, psychologist)	8. WILL INDICATE AWARENESS AND SENSITIVITY WITH REGARD TO: Purpose of regular contacts with a variety of school and community service personnel Waste caused by duplication of service and lack of prior planning	8. WILL DEMONSTRATE ABILITY TO: -enhance communication among groups -record contacts of schools, agencies, parents or others involved with a student -file of key persons in agencies and schools -clearly state roles of regular class teachers, aides, nurses, speech therapist, principal and psychologist in meeting exceptional needs of case student
9. WILL DEMONSTRATE KNOWLEDGE OF: Administration and management -time management -record keeping -in-service of regular teachers -use of community resources	9. WILL INDICATE AWARENESS AND SENSITIVITY WITH REGARD TO: Time constraints and need for organization -degree of acceptance of special ed. and Master Plan by community administration and classroom teachers	9. WILL DEMONSTRATE ABILITY TO: -maintain calendar of major RST activities and events -keep minutes of SAT & EAS meetings -maintain records of available materials and resources in RLA

-locating and using materials, media, alternative approaches

-using support personnel (aides, psychologists, program specialists) effectively

-needs assessment

-budget procedures and monies available for program components including management and support

-maintain pupil folders with necessary forms

-develop a time schedule which accomodates IWEN, DIS and support services

-conduct needs assessment of aides and regular class teachers re: in-service
materials
support services

-design and provide an in-service program based on needs assessment

-record of expenditure of management and support monies and budget of RSP funds

B

In-service Training Checklist

RESOURCE SPECIALIST

The following list includes most of the skills needed to be a Resource Specialist. Please review each skill and decide if (1) you need more training in this skill, or (2) you have sufficient training in this skill to serve as a consultant to train others. A program specialist will be available to review your needs with you.

Current Level of Knowledge or Skill (Low 1 2 3 Hi)	Need More Training		Can Train Others
		RLA PROCESS	
_____	_____	Know which Master Plan staff member to contact to get support services.	_____
_____	_____	Know how to fulfill due process procedures (i.e., send out notices, obtain signatures, etc.)	_____
_____	_____	Understand purpose of MIS (computer forms) and can fill out forms.	_____
_____	_____	Ability to use SAT process.	_____
_____	_____	Know how and when to refer to County EAS.	_____
_____	_____	Know how to work with community agencies.	_____
		IDENTIFICATION	
_____	_____	Implement a screening and/or referral system to identify learning handicapped children.	_____
		ASSESSMENT	
_____	_____	Know how to select, administer, and interpret Keymath, Spache, PIAT, PPVT, MVPT, other (please list): _____	_____
_____	_____	Know how to construct informal assessment procedures.	_____
_____	_____	Can administer informal inventories of academic skills.	_____
_____	_____	Can assess readiness skills.	_____
_____	_____	Can determine reading levels.	_____
_____	_____	Can specify areas of reading difficulty (decoding, oral reading fluency, phonics, etc.)	_____
_____	_____	Can determine level of academic performance.	_____

Current Level of Knowledge or Skill (Low 1 2 3 Hi)	Need More Training		Can Train Others
_____	_____	Can assess social/emotional problems in learning	_____
_____	_____	Can do career evaluation.	_____
_____	_____	Can assess cultural factors influencing students' learning problems.	_____
_____	_____	Can assess intellectual potential.	_____
_____	_____	Can perceive behavioral patterns in classroom observation.	_____
_____	_____	Can identify significant educational and affective behaviors in classroom observation.	_____
_____	_____	Can develop a readily understood behavioral information summary.	_____
_____	_____	Can arrange assessment activities in the right order.	_____
_____	_____	Can identify needed resources (time, space, materials)	_____
_____	_____	Can develop learning styles profile of a student.	_____
_____	_____	Can select appropriate instructional strategies.	_____
_____	_____	Can organize assessment data for study of child's problem(s) into recommendations for an educational program	_____
		INSTRUCTIONAL PLANNING	
_____	_____	Can understand and use psychological test data for educational planning.	_____
_____	_____	Can break down an instructional task into simple, sequential learning steps.	_____
_____	_____	Can write behavioral objectives.	_____
_____	_____	Can set up and document behavior modification program.	_____
_____	_____	Can discuss alternative remediation strategies with SAT.	_____
_____	_____	Can select, locate or construct materials for remediation strategies.	_____
_____	_____	Know how to set exit criteria for student.	_____

Current Level of Knowledge or Skill (Low 1 2 3 Hi)	Need More Training		Can Train Others
		IMPLEMENTATION	
_____	_____	Can implement an individualized program for each student	_____
		EVALUATION AND REASSESSMENT	
_____	_____	Know how to determine progress and success of student's educational program.	_____
_____	_____	Know how to modify instructional plan and program if necessary.	_____
		CONSULTATION	
_____	_____	Can demonstrate appropriate listening skills	_____
_____	_____	use of clarifying and information-gathering questions;	_____
_____	_____	use of non-judgmental, non-punitive responses	_____
_____	_____	Can use problem-solving/conflict resolution skills	_____
_____	_____	Ability to conduct parent conferences and counseling sessions.	_____
		COORDINATION	
_____	_____	Can establish communication and coordination with schools, agencies, parents, etc., and keep appropriate records of key persons and contacts made.	_____
		ADMINISTRATION AND MANAGEMENT	
_____	_____	Can establish necessary record-keeping systems to include: Daily journal of RST activities Minutes of SAT and EAS meetings Records of available resources & materials in RLA Pupil files with necessary forms	_____
_____	_____	Can develop time schedule to accomodate IWEN, DIS, and support services.	_____
_____	_____	Can conduct Needs Assessment.	_____
_____	_____	Can design and provide in-service based on the results of Needs Assessment.	_____
_____	_____	Ability to evaluate instructional materials and assessment instruments.	_____

C

STRUCTURED OBSERVATION

Person Observed _____ Observer _____

CURRICULUM

Observe in the Resource Room in order to evaluate the RST's competencies in the areas covered below.

An interpretation of the rating system used on this instrument is as follows:

N = No basis for evaluation

1 = Attempting skills, but inadequate

2 = Adequate (minimum acceptable skill)

3 = Outstanding

(Note any unusual circumstances or physical limitations in operation of program that effect a rating of any item.)

_____ 1. ARRANGEMENT OF CLASS
3 = Areas for individual work, small groups, and private discussion
2 = Areas for individual work and small groups
1 = No variety

_____ 2. ACCESSIBILITY OF MATERIALS

3 = All appropriate materials accessible to teacher, aides, and students
2 = All appropriate materials accessible to two of the three persons listed above
1 = Limited accessibility to materials

_____ 3. CHILD'S ACTIVITIES ARE TIED TO EDUCATIONAL PLAN
Ask RST to pull two or three folders of children who are present in the classroom. Choose one educational plan and observe that child's activities.
3 = Activities are directly related to the child's objectives
2 = Some activities tie into objectives
1 = No relationship

_____ 4. DEVELOPMENT OF ON-TASK BEHAVIOR

Ask RST to point out two students with problem behavior. Choose one and observe that student's behavior for a five-minute period. Use the chart below to note on and off task behavior at the end of each thirty-second interval as well as activities and responses provided by teacher.

3 = Over 75% on task
2 = 60% - 75% on task
1 = Below 60% on task

Teacher Reaction To Off Task	Activity									
On Task										
Off Task										
	.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0

____ 5. UTILIZATION OF FLEXIBLE CLASSROOM MANAGEMENT TECHNIQUES
Observe and question the RST for use of a variety of flexible classroom management techniques as listed below.
3 = Use of at least five different techniques
2 = Use of three or four different techniques
1 1 = Use of two or fewer classroom management techniques

Observed	Reported	
_____	_____	Changes in physical environment
_____	_____	Changes in peer grouping
_____	_____	Changes in instructional material
_____	_____	Changes in method of presentation
_____	_____	Social/emotional warmth of RST
_____	_____	Social rewards
_____	_____	Tangible rewards
_____	_____	Social punishment (time-out, ignore, etc.)
_____	_____	Tangible punishment (take away points, etc.)

D

Date

STRUCTURED INTERVIEW

Person Interviewed

Interviewer

PART I - SAMPLE CASE

Ask the RST to select three to five student cases. Choose one of the folders and have the RST walk through the case from referral to end-of-year review. Check the case for the items specified.

1. _____ RST appropriately selects and utilizes assessment techniques relative to the referring problems.

   3 = RST aware of referring problems and selects assessment instruments/procedures directly related to each

   2 = RST selects assessment instruments/procedures directly related to referring problems

   1 = RST selects inappropriate assessment instruments/procedures

2. _____ RST has adequately assessed potential problem areas required by Title 5 regulations.

   3 = evidence of all five areas (classroom observation, educational history, academic skills, cultural/language factors, health factors)

   2 = 3 - 4 of the above

   1 = 0 - 2 of the above

3. _____ RST utilizes evaluation plan consistent with initial assessment.

   3 = same assessment instruments used for evaluation as for baseline assessment

   2 = correlated baseline assessment and evaluation techniques

   1 = uncorrelated baseline assessment and evaluation techniques

4. _____ RST writes well-stated educational plan.

   3 = objectives behaviorally stated and correlated to assessment data and regular class curriculum

   2 = two of the above

   1 = one of the above

5. _____ RST has a sound rationale for selection of instructional strategies

3 = instructional strategies correlated to objectives, pupil's learning styles, and regular class curriculum

2 = two of the above

1 = one or less of the above

6. _____ RST has resources for continuous evaluation of pupil progress and curriculum management.

3 = commercial or teacher-made skill continuum, mastery test and explicit mastery criteria (% correct, rate correct, time limits, etc.)

2 = two of the above

1 = one of the above

7. _____ RST has documentation to show compliance with RLA process requirements.

3 = all 5 forms present, complete, and on time (Process checklist, parent signature for assessment and due process, pupil program placement A-1, instructional plan, computer forms)

2 = all 5 forms present and complete

1 = some forms missing or incomplete

PART II

1. _____ RST can describe and appropriately use observation techniques

3 = use of two or more techniques

2 = appropriate use of one technique

1 = no or inappropriate use of observation techniques

2. _____ RST can enumerate pre-skills required to perform tasks, such as: writing your name, multiplying 1-digit numbers, reading 1-syllable CVC words.

3 = 2 tasks analyzed appropriately

2 = 1 task analyzed appropriately

1 = inappropriate task analysis

3. _____ RST used a variety of materials and approaches to reflect different learning styles.

3 = variety of learning alternatives for two curriculum areas

2 = variety of learning alternatives for one curriculum area

1 = little or no variety of learning alternatives

E

WRITTEN SUMMARY OF OBSERVATION

OBSERVERS:

_____ _____

Person Observed

_____ _____

School

UNUSUAL CIRCUMSTANCES DURING OBSERVATION:

STRENGTHS:

AREAS OF NEED FOR ADDITIONAL TRAINING:

ADDITIONAL COMMENTS:

F

WRITTEN SUMMARY OF OBSERVATION

OBSERVERS:

BETTY SMITH	BOB BRIDGE
Person Observed	
SUNNYVALE	JACKIE JONES
School	

UNUSUAL CIRCUMSTANCES DURING OBSERVATION:

Near end of school: last minute scheduling.

STRENGTHS:

1. The arrangement of the class allowed for individual-small group work as well as space for private discussion. One corner was very home-like and especially comfortable.
2. A variety of learning alternatives were listed in the educational plan for each objective, and the materials reflect a variety of learning styles.
3. A classroom management system which rewards children for academic and social behavior (depending on the individual child) is used.
4. The children who were observed were working on activities directly related to the child's objectives as stated in the educational plan.
5. Class activities are individualized. There is evidence of where the child started, where he is now and where he is going. Activities provide for varied learning rates.
6. The social-affective activities are very appropriate.

AREAS OF NEED FOR ADDITIONAL TRAINING:

1. Integrating assessment information into educational recommendations and objectives.
2. Constructing and sequencing informal assessment.
3. Breaking down an instructional task into sequential learning steps.
4. Simple techniques to document classroom observation.

ADDITIONAL COMMENTS:

There was a very comfortable feeling about the room and a special warmth the students seemed to feel while in the room. Some very helpful recommendations were made regarding the role of the program specialist and the involvement of the principal. We learned a lot!

G

NAME Judy Jones

SUMMARY OF OBJECTIVES

OBJECTIVE	DATE ACCOMPLISHED	PRGM. SPEC. SIGNATURE
1. By June, 1977, Judy will develop an informal math inventory of basic skills from the level of one-digit addition to the division of fractions with like denominators.		
2. By June, 1977, Judy will administer, score and interpret the PCLT Monterey Language Inventory.		
3. By June, 1977, Judy will develop and implement a behavioral charting system to monitor frequency of off-task behavior.		

NAME: Judy Jones

REVIEW DATE: May

OBJECTIVE #: 1, 2, 3

Karen Smith
Participant

Bill Blair
Program Specialist

DATE	MAJOR ACTIVITIES	TIME SPENT
	1. a. Administer inventory to 11 students and determine baseline performance levels; b. Maintain daily checklist of mastery criteria for each level of math sequence; c. Research Cuisenaire, Gattegno teacher's manual, Castro Valley, Kaymath, Mainstreaming Handicapped Children, Diagnosis and Treatment of Learning Difficulties, "Sample Materials for Teaching Early Number Concepts to TMR's"; d. Train aides to use math skills inventory and Castro Valley timings; e. Provide in-service to teachers on where students are performing on inventory checklist. 2. a. Read PCLT instructions; b. Administer PCLT to five students; c. Score PCLT; d. Discuss interpretation with program specialist; e. Write prescriptive language interventions using PCLT data. 3. a. Research Teaching Mildly Handicapped Children in Regular Classes, Mathods for Learning Disorders, Burks Manual; b. Develop a charting system for baseline data on off-task behavior occurring during a one-week time period for two students; c. Train classroom teachers to use the charting system and observe specific behavior being charted.	

PARTICIPANT NARRATIVE:

JOINT REVIEW:

H

A G E N D A

MASTER PLAN SUMMER STUDY INSTITUTE
August 16 - 26, 1976

DATE	SESSION NO.	LOCATION	TIME	TITLE	PRESENTER
8/16	1	Nelson Hall-106	8:30 - 12:00	IDENTIFICATION & REFERRAL	Judy Littlejohn, RST, Morris School
8/16	2	Nelson Hall-106	1:30 - 5:00	RLA SUPPORT SERVICES AND COMMUNITY RESOURCES	Dave McCarty, Family Svcs Worker
8/17	3.1	Tchr Cntr Glen Paul	All Day	BEHAVIOR MANAGEMENT FOR THE SEVERELY HANDICAPPED	Bill Summers, Loma Vista Center
8/17	4	Nelson Hall-106	8:30 - 12:00	ASSESSMENT- FORMAL AND INFORMAL	Sue Hashem, Program Specialist
8/17	5	Nelson Hall-106	1:30 -	ASSESSMENT - LEARNING STYLE	Mary Male, Prog. Spec. & Phyllis Fecher, Psych.
8/18	3.2	Tchr Cntr	All Day	BEHAVIOR MANAGEMENT (cont.)	Bill Summers
8/18	6 & 6.1	Ed. Psych. Bldg.-229	All Day	ALTERNATIVE STRATEGIES FOR READING AND EVALUATING COMMERCIAL MATERIALS AND TEACHER-MADE MATERIALS	Delma Morton, Teacher, Alice Birney School
8/19	8	Nelson Hall-106	All Day	DEVELOPING IN-SERVICE PROGRAMS	Dr. Bob McIntyre, University of Toronto
8/20	9	Tchr Cntr Glen Paul	All Day	LANGUAGE DEVELOPMENT FOR THE SEVERELY HANDICAPPED	Diane Means, Speech Therapist & Mike Grimes, Speech Therapy Supervisor, Contra Costa County
8/20	10	Nelson Hall-106	8:30 - 12:00	INSTRUCTIONAL PLANNING - THE SAT AND EAS PROCESS ORGANIZING ASSESSMENT DATA INTO ED. RECOMMENDATIONS	Lynn Hartley, Program Specialist, Sydney Calhoun, RST
8/20	11	Nelson Hall-106	1:30 - 5:00	IMPLEMENTATION - CURRICULUM	Karen King, RST

AGENDA
MASTER PLAN SUMMER STUDY INSTITUTE (cont.)

DATE	SESSION NO.	LOCATION	TIME	TITLE	PRESENTER
8/23	12.1	Nelson Hall-106	8:30 - 12:00	INSTRUCTIONAL MANAGEMENT	
8/23	12.2	Nelson Hall-106	1:30 - 5:00	INFLUENCING BEHAVIOR	Russ Shaddix, Program Specialist, Dave Curry, RST
8/23	13	Nelson Hall-120	8:30 - 12:00	PARENT COUNSELING	Judy Grayson, Prospect: Clarity
8/23	14	Ed. Psych Bldg.-229	1:30-- 5:00	CLASSROOM MANAGEMENT	Betty Thomas and Kathy Shimizu, Title VIb Project
8/23	15.1	Nelson Hall-120	8:00 - 9:00 PM	ENJOYING THE EXCEPTIONAL CHILD	Judy Grayson, Prospect: Clarity
8/24	16	Nelson Hall-106	8:30 - 12:00	CONSULTATION, COMMUNICATION, AND TEAM PLANNING FOR PARENTS AND TEACHERS	Judy Grayson, Prospect: Clarity
8/24	17	Nelson Hall-106	1:30 - 5:00	SETTING UP PAC's	Dave McCarty, Family Svcs Worker
8/24	18	Nelson Hall-120	All Day	INDIVIDUALIZING READING AND MATH AND SELECTING MATERIALS	Kathy Fantasia, Experimental Ed.Unit, Univ. of Washington
8/24	15.2	Nelson Hall-120	8:00 - 9:30 PM	DUE PROCESS RIGHTS AND RESPONSIBILITIES	Dave McCarty, Family Svcs Worker
8/25	19	Nelson Hall-120	All Day	INFORMAL ASSESSMENT AND OBSERVATION; INSTRUCTIONAL CYCLE; ASSESSMENT & PLANNING	Kathleen Liberty, Experimental Ed. Unit, Univ. of Washington
8/26	20	Nelson Hall-106	8:30 - 12:00	IMPLEMENTATION AND EVALUATION	Jack Persson, RST Diane Berliner, RST
8/26	21	Nelson Hall-106	1:30 - 5:00	RLA PROCESS REVIEW TITLE 5 REGULATIONS ENTRY-EXIT CRITERIA	Dewell H. Byrd, Director Special Education
8/27	22	Nelson Hall-106	8:30 - 12:00	ASSESSING CAREER ATTITUDES DEVELOPING CAREER ED. EXPERIENCES	Gordon Johnson, Cal State University, Fresno

I

INDIVIDUALIZED READING AND MATH

AND SELECTING MATERIALS

Schedule

8:30	Introduction - Direct and Daily Measurement
9:00	Task #1
9:15	Placement Procedures in Reading
9:30	Task #2
9:45	Individual Reading Programs
10:00	Setting Aims and Desired Rates
10:15	Three Oral Reading Programs
10:45	Add-A-Word Program
11:00	Three Comprehension Programs
11:30	Evaluating Interventions
11:45	Task #3
12:00	Lunch
1:15	Basic Math Facts - Three Programs
1:30	Utilizing Change Criteria
1:45	Task #4
2:00	Computational Arithmetic
2:15	Two Maintenance Programs
	Task #5
2:30	Story Problems
2:45	Charting Patterns - Task #6
3:00	Coffee Break
3:30	Self Management
3:45	Evaluating Instructional Materials
4:00	Program Slicing
4:15	Task #7

I-2

INDIVIDUALIZING READING AND MATH AND SELECTING MATERIALS

Objectives

1. Participants will report the advantages and disadvantages of several recording systems.
2. Participants will select appropriate reading levels for students from placement data.
3. Participants will identify target behaviors in reading, develop measurement systems and select appropriate interventions.
4. Participants will incorporate change rule criteria in a program.
5. Participants will identify error patterns and select appropriate interventions in computational arithmetic.
6. Participants will make decisions on changing an intervention when no progress is noted.
7. Participants will develop an evaluation form for curriculum materials.

I-3

INDIVIDUALIZING READING AND MATH

AND SELECTING MATERIALS

Tasks

Task #1 When given several samples of recording systems the participants will list the advantages and disadvantages of each.

Task #2 When given samples of students' oral reading rates, the participants will select the appropriate basal reader for instructional level.

Task #3 When given a description of a student's oral reading behavior the participants will select a target behavior, develop a measurement system and list three possible interventions.

Task #4 When given several profiles of students' performance on basic math facts the participants will select a target behavior, design a measurement system, suggest three interventions and state change rule criteria.

Task #5 When given samples of students' placement pages in computational arithmetic the participants will identify error patterns and list three possible remediative techniques.

Task #6 When given samples of students' charts in computational arithmetic the participants will decide whether to maintain or change a program.

Task #7 When given a specific objective the participants will develop a form to evaluate curriculum materials.

J

NAME

SCHOOL

RESOURCE INVENTORY

Please list the most useful items that you currently utilize in your program according to the catagories listed below.

1. Assessment Tools:

ASSESSMENT INSTRUMENT	AREAS ASSESSED

2. Reading Materials/Programs:

PROGRAM/MATERIAL	READING LEVEL	AGE/INTEREST LEVEL	MODALITY

3. Math Materials/Programs:

PROGRAM/MATERIAL	SKILLS COVERED

9. What skills, knowledge, or special experiences in your teaching career would you be willing to share on an informal small group basis with other RST's or SCT's?

K

EVALUATION OF CONSULTATION SKILLS

Person Conducting Consultation _____ Person Evaluating Consultation _____

Observe the RST conducting the two consultations covered on this instrument either live or through the use of video or audio tapes of the consultations. Rate both the content and the effective use of interview techniques for each consultation according to the following rating scales:

Content Rating Scale:

3 = Well-Covered
2 = Adequately Covered
1 = Minimally Covered or Not Covered

Interview Techniques Rating Scale:

3 = Effectively Used
2 = Adequately Used
1 = Not Used or Inadequately Used

PART I - INITIAL REFERRAL CONSULTATION

The purposes of this consultation between the RST and regular classroom teacher are to clarify the referral information, strengthen the team approach between the RST and classroom teacher, and to pinpoint areas for further assessment and exploration. With these purposes in mind, rate the RST's coverage of the points listed in the content section according to the content rating scale. Considering the over-all consultation, also rate the RST's effective use of interview techniques according to that scale.

CONTENT OF INITIAL REFERRAL CONSULTATION

_____ Encourages classroom teacher in clarifying referral

_____ Major concerns of classroom teacher discussed

_____ Weak areas of classroom functioning defined

_____ Strong areas of classroom functioning defined

_____ Conditions of problem behavior explored (setting, time, subject, personnel, materials)

_____ Teacher reactions to problem behavior explored

_____ Successful interventions explored if relevant

_____ Background information shared (family, health, previous education, etc.)

_____ Joint planning of next steps

USE OF INTERVIEW TECHNIQUES IN INITIAL REFERRAL CONSULTATION

_____ RST supportive of classroom teacher

_____ Use of open-ended questions

_____ Encourages two-way communication flow

_____ Demonstrates empathy for classroom teacher

_____ Seeks suggestions, etc. from classroom teacher

_____ Efficient use of interview time

_____ Interview begins with opportunity for classroom teacher to give information and/or share concerns

_____ Uses appropriate language for explaining assessments and procedures

PART II - POST-ASSESSMENT AND PLANNING CONSULTATION

This consultation between the RST and classroom teacher would occur after the RST has completed assessment of the student. The purposes are to share the assessment data with the classroom teacher and to begin to mutually develop an educational plan for the student. Rate both the content and effective use of interview techniques for this consultation.

CONTENT OF POST-ASSESSMENT AND PLANNING CONSULTATION

_____ Review of initial referral data

_____ Consideration of changes since referral

_____ Sharing significant results of assessments

_____ Relate results to classroom teacher concerns

_____ Relate results to class curriculum

_____ Cross checks assessment results with what classroom teacher is seeing

_____ Clarifies implications of results for educational planning

_____ Checks to be sure classroom teacher understands assessments

_____ Mutual exploration of interventions, alternatives, roles and responsibilities for educational planning

USE OF INTERVIEW TECHNIQUES IN POST-ASSESSMENT AND PLANNING CONSULTATION

_____ RST supportive of classroom teacher

_____ Use of open-ended questions

_____ Encourages two-way communication flow